



SC Annual School Report Card Summary

Black Street Elementary
Colleton

Grades: K-5

Enrollment: 341

Principal: Martha Strickland

Superintendent: Ms. Leila Williams

Board Chair: Mr. Paul Haase

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2009	Below Average	At-Risk	TBD	TBD	Not Met	N/A
2008	At-Risk	At-Risk	N/A	N/A	Not Met	R
2007	At-Risk	Below Average	N/A	N/A	Not Met	RP

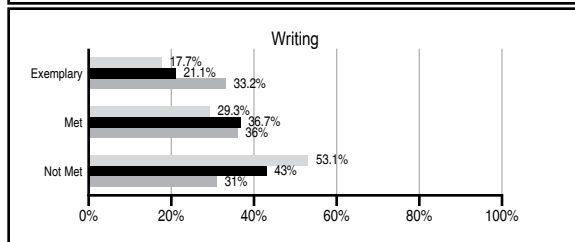
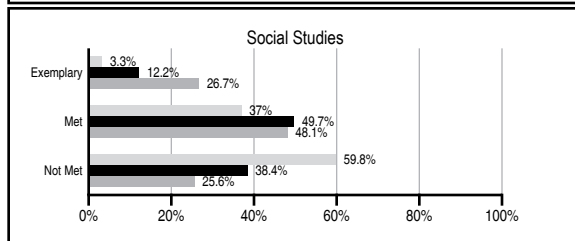
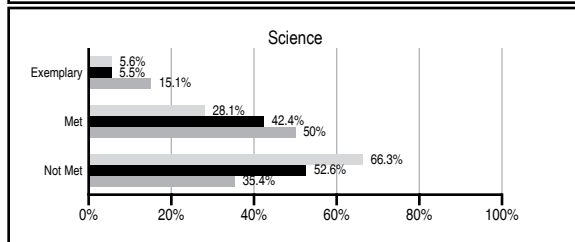
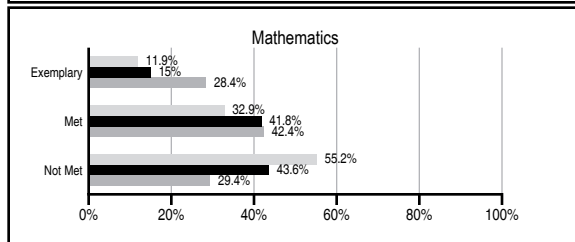
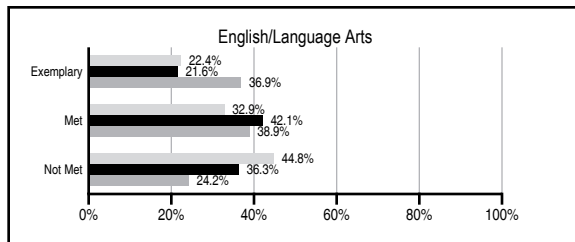
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
1	2	58	55	31

* Ratings are calculated with data available by 06/01/2010. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.

READING – GRADE 4 (2007)

South Carolina	41	33	20	5
Nation	34	34	24	7
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

MATH – GRADE 4 (2007)

South Carolina	20	44	31	5
Nation	19	43	33	5
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SCIENCE – GRADE 4 (2005)

South Carolina	36	39	23	2
Nation	34	39	25	2
% Below Basic % Basic, Proficient, and Advanced				
Below Basic Basic Proficient Advanced				

SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Vision:

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Black Street Elementary [Colleton]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=341)				
Retention rate	3.3%	Down from 7.4%	2.5%	1.9%
Attendance rate	94.4%	Down from 94.6%	96.0%	96.3%
Eligible for gifted and talented	3.1%	Up from 1.0%	2.9%	10.0%
With disabilities other than speech	19.1%	Up from 15.5%	7.4%	7.7%
Older than usual for grade	5.6%	Up from 5.1%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	63.6%	Up from 62.5%	57.1%	59.4%
Continuing contract teachers	81.8%	Up from 65.0%	71.8%	80.0%
Teachers with emergency or provisional certificates	3.6%	Down from 8.1%	0.0%	0.0%
Teachers returning from previous year	80.0%	Down from 86.3%	81.6%	85.9%
Teacher attendance rate	96.1%	Up from 94.3%	95.2%	95.1%
Average teacher salary*	\$48,797	Up 7.0%	\$45,857	\$47,149
Classes not taught by highly qualified teachers	4.9%	Up from 0.0%	0.5%	0.0%
Professional development days/teacher	13.0 days	Up from 10.0 days	10.7 days	11.1 days
School				
Principal's years at school	1.0	Down from 7.0	3.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Up from 17.6 to 1	16.5 to 1	18.8 to 1
Prime instructional time	89.1%	Up from 86.5%	90.1%	90.4%
Opportunities in the arts	Good	Up from Fair	Good	Good
SACS accreditation	Yes	Up from No	Yes	Yes
Parents attending conferences	100.0%	Up from 85.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,538	Up 13.1%	\$8,673	\$7,458
Percent of expenditures for instruction**	72.7%	Up from 70.7%	68.4%	68.8%
Percent of expenditures for teacher salaries**	66.6%	Up from 64.8%	61.9%	63.2%
% of AYP objectives met	93.3%	Up from 77.8%	100.0%	100.0%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	23	42	17
Percent satisfied with learning environment	87.0%	64.3%	75.0%
Percent satisfied with social and physical environment	87.0%	68.3%	52.9%
Percent satisfied with school-home relations	52.2%	73.8%	70.6%

*Only students at the highest elementary school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2008-2009 school year was a successful year for Black Street Elementary School. In striving to provide an exemplary education for all students, our school leadership team analyzed our South Carolina PACT results from the previous school year. After the analysis, we determined goals for English Language Arts, Mathematics, and Science. After the goals were determined, we identified strategies that needed to be continued or developed in order to achieve our goals. The MAPS assessment was used as the assessment tool to indicate whether our goals were met. These goals and strategies were approved by the State Department, creating our Focused School Renewal Plan. We exceeded each of our goals that we established in this plan.

We base our success on the strategies that we compiled in our plan. We developed a system for ensuring the rigor of daily classroom instruction. The instructional coaches met weekly with our grade level teachers to identify standards to be taught the next week along with strategies to use in lessons. The instructional coaches developed weekly common assessments for teachers to administer to students each Friday. These tests were then analyzed by teachers on a common form and then discussed with the administrator the following week. This systematic progress monitoring allowed teachers, the school leadership team, and parents to identify students having difficulty in mastering standards. Our school leadership team met twice a month with a district leadership team to discuss our progress in meeting our goals. Along with the progress monitoring, we established a system of providing teachers feedback on their lesson plans. Other strategies that we utilized were the continued use of technology through the Smartboards, level reading material, small group instruction, differentiated instruction, and hands-on manipulatives. A new initiative in science was for the science lab to be incorporated into the activity schedule. The science coach then used the teacher's lesson plan to supplement activities on the same standard to further ensure the mastery of standards. An emphasis was placed on the inquiry process while supporting the content standards from the classroom.

Reading First continued to be a researched-based initiative in kindergarten through third grade. Teachers implemented theory and instructional based strategies proven to be effective through scientifically-based research. We administered the Dominie text level tests to monitor the progress of our students reading levels. A Dominie text level data wall was created and utilized to track the progress of our students.

The School Improvement Council met on a regular basis to work toward bridging the school and the community. We established the first Thanksgiving Feast for our students and parents. The SIC was a vital part in identifying ways our students would need help in transitioning to their new school due to the rezoning of our district. Field trips were taken to all of the schools so that students could visit their new school for next year.

Tracy McDonald, Principal
Brandy McCall, School Improvement Council Chairperson

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